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ABSTRACT

The 1990 Hawaii Opinion Poll on Public Education (HOPPE) identifies state trends in public opinion on educational issues and questions, and compares them to the findings of the national Gallup Poll of the Public's Attitudes toward the Public Schools. A random sample of 505 adult residents statewide responded to telephone interviews. The following findings are reported: (1) parents of students rated Hawaii's schools higher than the nation's schools; (2) over two-thirds believed that the schools had stayed the same or improved over the past five years, but slightly less than half believed that children now get a better education than they themselves received; (3) drug abuse was identified as the biggest problem facing the schools; (4) over half of the respondents did not think that the schools were safe and secure; (5) a large proportion reported that they did not know what services, besides teaching, the schools should provide; (6) parent involvement and school-/community-based management were unequivocally supported; (7) most parents reported that they would like their child to choose teaching as a career; (8) a required teacher internship prior to teacher certification was overwhelmingly supported; (9) a majority supported a uniform national curriculum, goals and standards, and testing; (10) only half supported a community service requirement for high school graduation; (11) newspapers were identified as the chief source of information about education; and (12) most saw the goal of education as preparation for good jobs and a better life, which good jobs can help provide. Statistical data are presented in 30 tables. A table comparing of the demographic characteristics of the respondents to those of the state's population and to those of the respondents to the Gallup Poll, and a copy of the survey questionnaire, are appended. (FMW)

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Hawaii Opinion Poll on Public Education

Spring 1990

ED325605

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Department of Education
Office of the Superintendent
Planning and Evaluation Branch
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Summer 1990

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The 1990
Hawaii Opinion Poll on Public Education

Summer 1990

This document reports on the Hawaii Opinion Poll on Public Education (HOPPE), the Department of Education's 1990 scientific polling about public education in Hawaii. The prime function of HOPPE, paralleling the national Gallup Poll of the Public's Attitudes Toward the Public Schools, is *to identify and report state trends* in public opinion on educational issues and questions. Thus HOPPE should be of interest to a broad range of audiences -- Hawaii's educators, policy makers, community leaders and the public at large.

During the current period of educational change in our state, the 1990 HOPPE may serve as the initial sketch of how the public sees education in Hawaii and its opinion on future directions. Further annual or biannual polling will add to this directional sketch, creating over the years a fuller topographic map showing where we've been and the nature of the ground we've covered in education. By repeatedly asking a set of core questions, ones that appear timeless, we will have benchmarks of the general impact of our reform efforts on public opinion. By asking other sets of timely questions of special interest, we will have indicators of directions the public finds acceptable.

The 1990 HOPPE contains both these types of questions: (1) Benchmark questions for time trend analysis and for comparison with Gallup's benchmark outcomes. This set of questions deals with public perceptions of school problems, public grading of the schools, and public perceptions of school improvement; and (2) Special topic questions of interest to certain audiences such as questions about the teaching profession, national goals, and parent involvement. HOPPE's questions organized by topic with the public's response are the core of this document.

Like respondents to the Gallup Polls, few Hawaii residents may have the kind of accurate and detailed information needed to undergird their judgments about state educational issues in general and local public schools in particular. In light of this, why ask Hawaii's people to make such judgments? The response by Gallup researchers, which is just as appropriate to our local case, is this:

> *Public perceptions matter, faulty as they may be; educators and school policy makers must bear them in mind, seek to understand their origins, and use them in policy decisions* (Elam, 1989, p. 5).

Moreover, where the public is "plainly uninformed or in error, educators and their professional associations should muster the best communications resources at their command to set the record straight or explain their position" (Elam, 1989, p. 9). By identifying these uninformed or misinformed areas, HOPPE provides a valuable service.

Another concern may be whether HOPPE is redundant with the Gallup Poll. Since the Gallup Poll is published annually, why conduct a local state poll covering similar territory? The answer is both simple and critical: Gallup's figures, while relatively accurate for the nation as a whole, may be similar to or wholly at variance with local state opinion figures. This caveat has been expressed often and carefully by Gallup and its Phi Delta Kappa publishers (Elan, 1989). To have *valid and useful state figures*, public opinion of Hawaii's residents must be sampled.

To insure valid and objective sampling of public opinion, SMS Research and Marketing Services (SMS) pilot tested HOPPE questions which were jointly drafted by DOE Evaluation Section staff and HOPPE Advisory Panel members representing community, business and educational interests. Based on the pilot results, the questions were revised in consultation with SMS staff to remove ambiguity and increase clarity.

Adult residents state-wide, in proportion to county populations, were randomly selected by SMS. Contacted by telephone, SMS trained interview staff recorded responses in spring of 1990. The interview data were then computer analyzed by DOE Evaluation staff.

The 1990 HOPPE sample of 505 adult residents is slightly older, more educated with more moderate incomes than comparable state figures. The sample also contained proportionately more females, Caucasians and Hawaiians and proportionately fewer Filipinos. By and large, the opinions expressed can be considered fairly representative of the general public in the state. Analysis of public opinion by island, school district, ethnicity or other such demographic descriptors was neither the intent of HOPPE nor would such analyses be accurate or reliable.

The appropriate and intended comparisons are between HOPPE and the national Gallup samples on common survey questions and between those with no school age children and those with children in public or private school. Although the opinions of parents with children in private schools are reported as a separate group, the number of this group (32 parents in all) is far too small to reliably represent the views of Hawaii private school parents. To underscore this point, consider the fact that even if 95% favor a certain view, this is the opinion of only 30 people. The private school figures can be considered intriguing or worth further study. However, their comparison with other group figures may be inaccurate; interpreting their views as representing private school parents in the state may be invalid. The "Research Procedure" section (p. 19) describes the permissible interpretations of group figures that takes into account normal statistical variations due to sampling.

With these purposes and caveats in mind, the information HOPPE provides should enable Hawaii educators, legislators and board of education members to make more informed and, perhaps, better decisions about public education in Hawaii.

GRADING THE PUBLIC SCHOOLS

HOPPE respondents were asked to evaluate public education by assigning a letter grade from A to F to their oldest child's school, to Hawaii public schools as a whole and, finally, to our nation's public schools. This series of benchmark questions thus begins with the closest and most familiar schools and moves outward to increasingly remote and less familiar schools.

Parents rated the schools their oldest children attended higher than Hawaii public schools in general. In turn, public school parents rated Hawaii public schools higher than the public schools in the nation as a whole. Compared to public school parents, however, fewer adults with no school age children gave A's and B's to Hawaii's public schools and to our nation's public schools.

This pattern corresponds to Gallup's results when the same questions were asked national samples from 1981-1990. The fact that in Hawaii, as in the nation, the very highest ratings are given schools attended by a parent's oldest child is an important finding. People with "the best access to firsthand information about the public schools (for example, parents) are much more likely to give high grades than are people who depend on secondary sources, such as the media" (Elam, 1989, p.6). Firsthand information of the kind parents get from their children plays a significant role in how our local schools are evaluated. Principals and teachers should come to realize that they have a substantial impact on public attitudes by the kind of information that goes home with their students.

Using the grade scale of A, B, C, D, or Fail, what grade would you give the school your oldest child attends?

	Percent of All Parents of School Age Children (N=156)	Percent of Public School Parents* (N=120)	Percent of Private School Parents* (N=36)
A & B	67.3	62.5	83.4
A	31.4	24.2	55.6
B	35.9	38.3	27.8
C	21.2	25.0	8.3
D	3.8	5.0	–
Fail	2.6	3.3	–
Don't Know/Refused	5.1	4.2	8.3

*Nine parents have children in both public and private school. The oldest children of five parents attend public school while the oldest children of four attend private school. For all other survey results, the responses of these nine parents were included only in the overall total.

What grade would you give Hawaii public schools as a whole?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
A & B	26.3	22.4	40.0	25.0
A	5.1	5.2	7.0	–
B	21.2	17.2	33.0	25.0
C	37.4	36.4	40.0	34.4
D	14.3	16.0	6.1	21.9
Fail	3.8	3.7	3.5	6.2
Don't Know/Refused	18.2	21.5	10.4	12.5

What grade would you give the public schools in the nation as a whole?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
A & B	31.1	30.1	36.5	28.1
A	3.6	3.7	4.3	–
B	27.5	26.4	32.2	28.1
C	34.9	35.2	32.2	34.4
D	6.5	7.7	4.3	3.1
Fail	1.0	1.1	–	3.1
Don't Know/Refused	26.5	25.8	27.0	31.3

HAVE THE SCHOOLS BEEN IMPROVING?

Two questions about school improvement revealed that over two-thirds (71%) of the respondents believed that our public schools have stayed the same or improved from five years ago and that somewhat less than half (43%) the respondents felt that children now get a better education than they themselves got. Once again, public school parents' views were more positive than those without children in school. This overall pattern is similar to the pattern of the most recent Gallup poll (1988) in which these questions were asked. The picture is optimistic. How Hawaii responds to these question in the future will be telling: Have our reform efforts made a positive difference in the public's perceptions?

In the past five years do you think the public schools in Hawaii have improved, gotten worse, or stayed about the same?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Improved	36.6	35.0	46.1	21.9
Gotten Worse	11.7	11.5	12.2	12.5
Stayed the Same	34.1	34.1	30.4	40.6
Don't Know/Refused	17.6	19.5	11.3	25.0

As you look back on your own elementary and high school education, is it your impression that children today get a better education, about the same, or a worse education than you did?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Better	43.4	41.3	52.2	37.5
About the Same	17.2	16.6	14.8	21.9
Gotten Worse	31.1	32.4	28.7	31.3
Don't Know/Refused	8.3	9.7	4.3	9.4

MOST IMPORTANT PROBLEMS FACING HAWAII'S PUBLIC SCHOOL

With the White House declaration of war on drugs and the appointment of the former Secretary of Education as the country's first Drug Czar, the public has become acutely aware of the damage and abuse caused by drugs. The United States remains first among the industrialized nations in drug use by young people, despite the nation wide decline since 1987[1]. It is not surprising that HOPPE respondents (24.2%), like the Gallup samples since 1986, identified drugs as the biggest problem facing our public schools today. A recent study of drug use and abuse of Hawaii public school students found that fewer seniors in Hawaii than in the nation used illegal substances.[2] This fact may account for the more than 10% difference between HOPPE and Gallup 1989 respondents who identified drug use as a major problem. Compared to drugs, lack of discipline was a somewhat distant second. It is important to note that if four categories related to teaching (difficulty getting good teachers, teacher apathy, poor teaching, and 3 Rs not taught well) are collapsed into one (24.5%), then the top concern is quality of teaching

in our public schools. Public school parents, but not the other groups, identified "large schools/over crowding" as a notable problem.

What do you think are the biggest problems facing the public schools?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)
Use of Drugs/Alcohol	24.2	25.2	27.0
Lack of discipline	18.6	19.8	15.7
Difficulty getting good teachers	12.2	12.9	8.7
Poor curriculum/poor standards	11.3	9.5	13.9
Parents lack of interest, lack of knowledge about how to help	10.7	12.3	7.8
Student's lack of interest/truancy	9.5	11.5	7.0
Lack of proper financial support	8.3	8.9	7.8
Large schools/overcrowding	7.9	5.4	13.0
Youth gangs	6.5	6.6	7.8
Teacher apathy/lack of caring	5.5	3.4	8.7
Low teacher pay	5.3	5.2	5.2
Poor teaching	4.4	4.3	1.7
State politics and bureaucracy	3.0	3.7	1.0
Crime/vandalism	2.4	2.0	3.5
Basic 3 Rs not taught well	2.4	2.3	1.0
Poor, "run-down" facilities	1.8	1.7	1.0
Ethics/morals	1.4	1.1	1.7
English language difficulties	1.4	1.4	1.7
Lack of supplies, materials and/or equipment	1.0	1.0	1.0
Ethnic conflicts (racism, prejudice)	1.0	1.0	1.7
Schoolday too short	1.0	1.0	–
Miscellaneous Other	14.7	13.8	18.3
Don't Know/Refused	15.6	16.3	13.9

Figures add up to more than 100% because of multiple answers.

SAFE SCHOOL CAMPUSES

Most educators consider a safe and secure environment to be a necessary prerequisite for learning. It is also seen by researchers as one of the major characteristics of an effective school. With drugs, youth gangs and drive-by shootings in the news, many of which are associated with our youth, HOPPE respondents were asked if they thought our school campuses are safe and secure. Over half said "no" and this was true for all respondent groups. A similar question asked in the 1986 Gallup Poll used a Likert-like scale. People were asked to what degree does a safe and orderly environment characterize your oldest child's school. Then as now, nationally and locally, drugs and

discipline were seen as major problems in the schools. Ironically, a vast majority of Gallup respondents (85%) felt that the schools their children attend were either "very" or "fairly" safe.

Do you think our public schools have safe and secure school campuses?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Yes	37.8	36.4	45.2	28.1
No	52.3	52.7	51.3	56.2
Don't Know/Refused	9.9	10.9	3.5	15.6

FUNCTIONS OF THE PUBLIC SCHOOL

With the change in family composition, more employed mothers and less sense of community than in the past, more and more educators feel that the public schools are being asked to expand their traditional functions and to assume responsibilities for children that family, community and church would have normally performed. To identify what the public believes the schools should do for families and their children, HOPPE asked what other services, besides teaching students, should the schools provide.

After school care for latch key children was a topic of national concern at this time. Debates about who could and should provide the best care for school age children focused on public schools taking on this function. However, when HOPPE was conducted, Hawaii state government, after a great deal of local press coverage, had already decided that the Department of Education would assume this function and Hawaii's A Plus program was already operational in our public elementary schools. It is therefore not surprising that HOPPE respondents did not mention after school care. A large portion (34.7%) reported that they did not know what other services the schools should provide. Responses in the top two categories, "more parent involvement" (13.3%) and "teach academics only" (13.1%), indicate that the public supports the traditional roles of family and school but would like improvement in the performance of these roles.

In addition to teaching students, what else do you think the public schools should do for children and their families:

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)
More responsive to parent input and involvement/better communication	13.3	13.5	13.0
Teach academics only	13.1	12.9	14.8
Provide afterschool, vacation and summer care programs	6.3	6.3	7.8
Encourage positive social values and good citizenship	5.9	6.0	4.3
Support and educate families about how to help at home	5.1	5.4	4.3
Better quality and more counseling and guidance service for students and parents	4.8	3.2	7.8
Teachers should really know and care about their students	3.0	2.6	2.6
Prepare children for practical everyday living	2.6	2.6	1.7
Better discipline	2.4	2.6	2.6
More and better extra-curricular activities	1.8	1.7	3.5
More vocational/career training and information	1.2	1.1	0.9
Provide more effective drug/sex education	1.2	1.1	1.7
Increase school hours/school year	1.2	0.9	1.7
Reduce class size	1.6	1.1	3.5
Other	7.7	9.2	5.2
No Response	5.5	4.6	7.0
Don't Know/Refused	34.7	37.8	27.8

Figures add up to more than 100% because of multiple answers.

PARENT INVOLVEMENT AND PARTICIPATION IN SCHOOL AFFAIRS

Parent participation and involvement in the schools has become one of the major school reform themes across the nation. The premise of such reform is that parents are children's first teachers and should be "partners" in education. Does the public in Hawaii believe parents should be involved in schools and, if so, in what ways? How much effort is made by our schools to involve parents in school affairs? What are the perceived barriers to more parent participation?

Our HOPPE respondents unequivocally supported parent involvement (96.4%) in our public schools. The forms of involvement were quite traditional with active support of school level PTA leading the way (29.3%), followed by parental support of school activities via attendance and/or volunteer work (22.6%), and by regular contact with their children's teachers (13.3%). Less than half (43%) felt that schools made a fair amount or more effort to involve parents and overall only 8.1% (compared to 17.4% of HOPPE public school parents and 25% of Gallup's 1988 respondents) believed that schools put forth a "great deal of effort" to involve parents.

When asked about the barriers that may prevent more parent involvement, "working parents" was mentioned most frequently (39%). With Hawaii's high rate of working mothers and dual family incomes, this response is not surprising. A distant second was parent apathy or lack of interest (15.8%). Since more parent participation is seen as important, schools may have to make greater efforts to enlist parents and to enlist them in ways that accommodate their already demanding work schedule.

Do you think parents should be involved in the public schools?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Yes	96.4	96.6	97.4	90.6
No	2.4	2.6	0.9	6.2
Don't Know/Refused	1.2	0.9	1.7	3.1

If "yes", in what ways should parents be involved?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)
Participate/support PTA	29.3	31.3	25.2
Attend school activities and volunteer in the school	22.6	21.5	27.8
Have frequent and regular contact with child's teacher (get to know teacher)	13.3	11.7	13.0
Keep informed about child's academic progress/status/behavior/coping skills	9.7	10.3	7.8
Become advocate, speak up and take part in school decision making; help set school philosophy and have input into curriculum and a general say in how their children are educated	9.5	8.3	13.0
Help at home to reinforce what's learned in school via help with homework; study habits; application; support teachers at home	9.1	9.2	10.4
Enforce discipline at home; raise well-disciplined children; be responsible for child's behavior (attendance/respect)	5.1	5.2	5.2
Show more interest/love for child; more time with child	5.0	5.2	2.6
Learn about the curriculum; what child is being taught & why; assist in curriculum decisions	5.0	4.6	5.2
Keep informed about school events/activities/workshops	3.0	3.4	2.6
Share child's problems, concerns, accomplishments with teacher	2.6	2.9	1.7
Improve and educate self (parent learn how to help child; parent self-development; learn along with child)	1.0	1.0	1.0
Other	8.5	8.3	8.7
Too General/Non-responsive	10.3	11.7	6.1
Don't Know/Refused	8.1	8.3	7.8

Figures add up to more than 100% because of multiple answers.

To what degree do the public schools try to attract parent participation in school affairs?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Great deal	8.1	5.4	17.4	6.2
Fair amount	35.6	32.1	45.2	37.5
Not very much	30.3	30.7	29.6	25.0
Hardly at all	6.7	8.6	2.6	–
Don't Know/Refused	19.2	23.2	5.2	31.3

What do you think are the barriers to more parent involvement in the public schools?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)
Working parents	39.0	39.0	40.0
Parent lack of interest/apathy	15.8	17.5	13.9
Inadequate information given to parents	9.3	8.6	9.6
Negative teacher attitude toward parents	6.3	5.2	10.4
Parents' own personal problems	6.3	7.4	2.6
Language, ethnic and/or class differences	5.3	5.7	3.5
Parents' fear of school/teachers	4.6	4.6	5.2
Family commitments	2.2	2.3	1.7
Legal restrictions/fear of lawsuits	1.0	1.0	–
Other	15.2	16.0	13.9
Don't Know/Refused	23.0	24.1	19.1

Figures add up to more than 100% because of multiple answers.

SCHOOL/COMMUNITY BASED MANAGEMENT

School/community based management is a form of school governance that acknowledges the local school-community as the proper place for educational decision making. The belief is that the closer to a student a decision is made, the better it will serve that

student. HOPPE's respondents implicitly agreed with this belief by overwhelmingly endorsing the idea of increasing the decision making power and responsibility of the school-community. When asked in which areas should such responsibility be increased, the top three were decisions about budget, curriculum and teacher hiring. Such substantial public consensus in these three areas matches nicely the actual school-based management practices reported in a major national study.[3] There is an apparent contradiction here regarding curriculum as an area for local decision making: Our HOPPE respondents also favored a national curriculum.

With school/community based management, the principal, teachers, parents and community members as a team will be given more authority to make decisions at the school. Do you favor or oppose this?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Favor	84.4	84.2	84.3	87.5
Oppose	8.3	7.2	11.3	9.9
Don't Know/Refused	7.3	8.6	4.3	3.1

This school/community team should have the authority to make local school decisions about which of the following areas?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
How to use school funds	73.1	72.8	70.4	81.3
The curriculum – the courses or subjects to teach	65.3	61.0	69.7	75.0
The selection and hiring of teachers	59.0	62.5	47.8	62.5
The selection and hiring of principals	19.0	20.6	13.9	21.9
The selection of library books	14.7	13.2	20.0	12.5
Whether the school will offer "non-academic" subjects, such as drug and alcohol courses, AIDS education, afterschool care programs, etc.	19.2	18.9	22.6	9.4

THE TEACHING PROFESSION

Five questions were asked in order to assess opinions about policies that affect the quality and supply of teachers. First, parents were asked if they would like their child to have pubic school teaching as a career. Responses to this question periodically asked on the Gallup Poll for the past twenty years appear to rise and fall with teacher supply, teacher salary and status accorded teachers. Now that shortages are once again occurring and the starting salary for Hawaii teachers has increased, the percent of HOPPE parents who answered affirmatively is high. In fact, it is more similar to Gallup's 1972 results (67%) than to Gallup's 1988 poll (58%).

Would you like to have a child of yours teach in the public schools as a career?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Yes	66.9	68.5	64.3	62.5
No	21.8	18.9	27.0	31.3
Don't Know/Refused	11.3	12.6	8.7	6.2

Questions of Teacher Quality

The public's concern about teacher quality is evident in HOPPE's responses to a set of four other questions. One question dealt with how to increase competence of beginning teachers. Our sample overwhelmingly favored the idea of requiring a teacher internship prior to teacher certification. Responses to the three other questions about policies for maintaining and rewarding teacher competence were also strongly supported.

Periodically should experienced teachers be required to pass a statewide competency test in their subject area or areas?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Yes	84.4	85.1	81.7	90.6
No	12.1	10.9	14.8	9.4
Don't Know/Refused	3.6	4.0	3.5	–

Teachers now receive teaching certificates upon completion of their college coursework. Some people believe that teachers should be required to send one year as interns in the schools before they are given certificates to teach. Do you favor or oppose this idea?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Favor	82.8	84.8	74.8	87.5
Oppose	12.9	11.2	19.1	9.4
Don't Know/Refused	4.4	4.0	6.1	3.1

In some states, public school teachers must earn a certain number of credits in order to keep their teaching certificate. Do you favor or oppose this idea?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Favor	86.9	86.8	84.3	96.9
Oppose	9.3	9.7	10.4	3.1
Don't Know/Refused	3.8	3.4	5.2	–

Do you favor or oppose merit pay which gives proven, capable teachers more pay than others?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Favor	74.5	75.4	70.4	78.1
Oppose	14.8	13.8	18.3	12.5
Don't Know/Refused	10.8	10.9	11.3	9.4

NATIONAL GOALS, CURRICULUM AND TESTING

Public support exists in Hawaii for adopting a national curriculum, national goals and standards, and a national test for assessing student learning. HOPPE reveals that more than a majority of respondents believed there should be uniformity across the nation in these three areas. Public school parents were equally supportive of such nationalization of education as the other respondent groups. The 1989 Gallup Poll reported similar figures. HOPPE respondents were also asked about the use of national standardized tests to assess the quality of Hawaii's public schools. Close to half the respondents (48%) felt that standardized test were not the best way to judge our schools and approximately the same proportion were unaware of other ways by which public schools could be judged. However, quality of teachers was mentioned as a way to assess overall school quality by the largest proportion of all respondent groups.

Would you favor or oppose having the same nation-wide educational standards and goals in all 50 states including Hawaii?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Favor	70.5	71.1	71.3	59.4
Oppose	22.2	21.8	22.6	25.0
Don't Know/Refused	7.3	7.2	6.1	15.6

Would you favor or oppose having the same nation-wide curriculum in all 50 states?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Favor	62.2	61.9	68.7	53.1
Oppose	29.5	29.5	25.2	34.4
Don't Know/Refused	8.1	8.6	6.1	12.5

Would you favor or oppose having the same nation-wide test used to measure children's learning in all 50 states?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Favor	69.1	68.5	70.4	71.9
Oppose	25.3	26.4	23.5	18.8
Don't Know/Refused	5.5	5.2	6.1	9.4

Do you think standardized tests, such as the SAT, are the best way to judge the quality of a public school?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Yes	40.6	41.0	40.0	37.5
No	48.3	45.8	53.9	53.1
Don't Know/Refused	11.1	13.2	6.1	9.4

What other ways (besides standardized tests) should the quality of a public school be judged?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)
Quality of teachers	8.7	8.0	13.0
Promotion of thinking and inquiry skills	6.1	7.2	3.5
Student enthusiasm for learning	5.5	6.3	2.6
Accomplishment/success of graduates	5.0	6.0	3.5
Grades/Report cards	4.0	3.4	7.0
Communication between student and teacher	2.8	2.6	1.0
Drop out rate	1.4	1.7	–
Maintenance of school grounds	1.2	1.4	–
Observe and interview faculty	1.2	1.1	1.7
Curriculum	1.0	1.0	1.0
Attendance rate	1.0	1.0	1.0
Community involvement	1.0	1.0	1.0
Other	16.6	14.6	15.7
Don't Know/Refused	44.8	44.7	49.6

Figures add up to more than 100% because of multiple answers.

COMMUNITY SERVICE

The decade of the 1980's has been characterized as a time of self-centeredness. Community service by our youth is seen as a corrective for this excessiveness and as an opportunity for teenagers to engage in meaningful activity. With President Bush's call for volunteerism and his endorsement of the idea of community service, it seemed timely to ask whether community service should be made a requirement for graduation from high school. When the Gallup Poll asked this question in 1978, community service was phrased as optional, and approval was very high (87%). In the 1989 Poll, approval of community service as a requirement was much less (61%). In Hawaii, there was even less support for such a high school graduation requirement (50.5%).

Would you favor or oppose a requirement that all students in the local public schools perform some kind of community service in order to graduate?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)	Percent of Private School Parents (N=32)
Favor	50.5	50.4	47.8	59.4
Oppose	43.6	42.4	48.7	37.5
Don't Know/Refused	5.9	7.2	3.5	3.1

SOURCES OF THE PUBLIC'S INFORMATION ABOUT HAWAII'S SCHOOLS

It is useful for educators to know what sources of information the public uses when they judge the quality of public schools in their community. Although newspapers have not been viewed as providing the most positive or complete educational news coverage, HOPPE respondents overall said that newspapers are the chief source of information about public schools. It should be noted, however, that slightly more public school parents relied on students and other parents than on newspapers; while people without children in school turned to the print media. In the 1988 Gallup Poll, close to half the public school parents judged the quality of the schools using school faculty and school board members as sources of information. In Hawaii, the comparable figure (19.8% when school faculty/staff is combined with school board/politicians) is much lower, perhaps reflecting our more centralized and somewhat removed educational system.

Sources of information used to judge the quality of the public school in your community:

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)
Newspapers, magazines	39.6	43.8	29.6
Students	27.9	26.1	33.0
Parents of students/PTA	24.0	20.6	33.0
Radio/television	18.8	20.9	16.5
School faculty and staff	18.6	15.5	28.7
Other adults in the community	16.0	17.8	10.4
Personal experiences/observations	8.1	7.7	10.4
Politicians/School Board	1.2	1.0	2.6
Community and school flyers	1.0	–	2.6
Real estate agents	–	–	1.0
Other	3.0	1.7	6.1
Don't Know/Refused	8.3	10.0	4.3

Figures add up to more than 100% because of multiple answers.

REASONS FOR EDUCATION

To get an initial view of why people in Hawaii want their children to receive an education, an open-ended question asked by Gallup in 1986 and 1989 was included in HOPPE. A pragmatic bent was evident. For most respondents, the primary concern for their children was that education prepare them for good jobs (43.6%) and a better life that these jobs can help provide (34.7%). Interestingly enough, the third reason reflects concern for a personally fulfilling life, one that involves personal growth and actualization. These top three reasons were the same for all HOPPE's respondent groups.

People have different reasons why they want their children to get an education. What are the chief reasons that come to mind?

	Percent of Overall Total (N=505)	Percent of Parents With No Children in School (N=349)	Percent of Public School Parents (N=115)
Job opportunities/better job	43.6	43.6	42.6
Preparation for better life	34.7	33.2	38.3
Personal development/ self-realization	18.0	18.6	15.7
Education is a necessity of life	17.8	18.9	15.7
Financial security/economic stability	14.5	15.5	10.4
Become self-sufficient/independent	11.9	11.2	10.4
To become better citizens	10.5	10.0	11.3
To learn/understand	9.5	9.7	10.4
Contribute to society	5.5	6.3	3.5
Social skills	4.8	5.4	3.5
Learn to compete	1.2	1.1	1.7
Create opportunities/open doors	1.2	1.4	1.0
Other	5.1	4.0	7.8
Don't Know/Refused	4.4	4.6	3.5

Figures add up to more than 100% because of multiple answers.

RESEARCH PROCEDURE

The Sample. The sample in this survey has a total of 505 adults (18 years of age and older) living in non-institutionalized housing units and having working telephones. A description of the sample along with comparable state and Gallup figures can be found in Appendix A. Counties were represented in proportion to total state population of households.

Time of Telephone Interviewing. The fieldwork, performed by SMS Research and Marketing Services under contract to the Department of Education, took place during the period of 14-25 February 1990.

Field Procedures. Random Digit Dialing method was used which begins with a listing of all working telephone numbers. From these, non-residential (e.g., commercial, government, etc.) numbers were excluded. A computer algorithm that randomly generates telephone numbers within the range of all valid numbers for a given area provided the numbers which were called.

If the initial call resulted in a non-answer, busy signal or non-"eligible-but-not-in" outcome, one or two follow-up attempts were made during the most likely time of day for adult residents to be home. The listing below provides the disposition of the 2,009 calls made for the survey which resulted in 505 completed interviews.

Completed Interview	25%
Refused Interview	13%
Non-Working Number	27%
No Answer (Despite call backs)	14%
Busy (Despite call backs)	1%
Respondent Unavailable/Visitor	6%
Not Eligible/Not Qualify	1%
Language Barrier/Foreign Speaker	3%
Terminated During Interview	8%
Other	2%
Business/Non-Resident Number	7%

The Respondent Groups. In the tables of the report, nine parents who have children in both public and private schools were excluded from "Public School Parents" and "Private School Parents" headings but are included in the "Overall Total" heading. Parents included in "Private School Parents" heading are those with children attending private, independent or parochial schools.

Allowances must be made for normal statistical variations within and among the respondent groups, especially in the case of findings for groups consisting of relatively few respondents, i.e., private school parents.

The findings of this report apply only to Hawaii as a whole and not to individual counties, ethnic groups or school locales. Local surveys must be conducted to determine how other areas or groups compare with the state outcomes.

Sampling Tolerances. In interpreting survey results, sampling error must be considered. Sampling error is the extent to which the results may differ from what would be obtained if the whole population had been surveyed. The size of the sampling error depends largely on the number of interviews in the sample.

The first table shows how much allowance should be made for the sampling error of a percentage:

Recommended Allowance for Sampling Error of a Percentage in Percentage Points (at 95 in 100 confidence level)*

	Sample Size			
Percentages near	600	400	200	100
10	3	4	5	8
20	4	5	7	10
30	5	6	8	12
40	5	6	9	12
50	5	6	9	13
60	5	9	9	12
70	5	6	8	12
80	4	5	7	10
90	3	4	5	8

*The chances are 95 in 100 that the sampling error is not larger than the figures shown.

Figures from the report would be interpreted in this manner: Let us say that a reported percentage is 37 for the Public School Parents group that has 115 respondents. Go to the column headed "Percentages Near" and find 40 and now go across 40 to the column headed "100".

The number at this intersection is 12, which means that the 37% obtained for this respondent group is subject to a sampling error of plus or minus 12 points. In other words, the chances are 95 out of 100 that the real figure would be somewhere between 25% and 49%.

When comparing results between two respondent groups, one must have an estimate of how large the difference should be to consider it a real difference. In the tables below the number of points that must be allowed for in such comparisons is indicated. Two tables are provided. One is for Percentages near 20 or 80; the other for percentages near 50. For percentages in between, the error to be allowed is between those shown in the tables and must be extrapolated.

Recommended Allowance for Sampling Error of the Difference in Percentage Points (at 95 in 100 confidence level)*

Table A — *Percentage near 20 or 80*

Sample Size	600	400	200
600	6		
400	7	7	
200	8	9	10

Table B — *Percentages near 50*

Sample Size	600	400	200
600	7		
400	8	9	
200	10	10	11

*The chances are 95 out of a 100 that the sampling error is not larger than the figures shown.

Differences between respondent groups should be interpreted in this way: Let us say that 50% of "No School Age Children" group, sample size of 349, responded with a "Yes" to a certain question and that 40% of "Public School Parents", sample size of 115, responded with a "Yes" to the same question. Is this 10% difference sufficiently large to say that there is a true difference in how these groups responded to the same question?

Since the percentages are near 50, consult Table B, and since the sample of 349 is closest to 400 and the other sample of 115 is less than 200, we will have to extrapolate a bit. Find the intersection of 400 and 200. The number there is 10. This means that the allowance for error should be about 10 or (extrapolate to) 11. In this case the obtained difference of 10 is about the same as the allowance to be made for error and we would conclude that there is probably no real difference between these two groups in their response to that particular question.

If, in another case, the "No School Age Children" group response was 18% and "Public School Parent" group was 34%, we would consult Table A, because the percentages are nearer to 20. Look for the intersection between 400 and 200 to obtain the approximate error allowance for the difference. We find that it is 9 or (extrapolate to) 10. In this instance we can say with confidence that a difference exists.

Requests for the Poll. Orders for reprints of the poll should be addressed to Evaluation Section, Planning and Evaluation Branch, Office of Superintendent, 3430 Leahi Avenue, Honolulu, HI 96815.

ENDNOTES

1. Source for these facts and figures on nation wide drug use is the annual drug survey conducted by the University of Michigan, News and Information Service, 412 Maryland, Ann Arbor, MI 48109-1399.

2. A 1987 study of substance use and abuse by Hawaii public school students found that, overall, use of certain drugs has remained steady or declined while use of other drugs has increased since 1979. For example, use of alcohol had increased while cigarette smoking, which claims more lives than all drugs combined according to researchers, had declined. Compared to 1987 national figures, fewer seniors in Hawaii used each of the illegal substances (Anderson and Deck, 1987 *Student Substance Use and Abuse in Hawaii*, Portland, OR; Northwest Regional Educational Laboratory).

3. The Center for Policy Research in Education in 1988 studied over 30 school-based management programs and found that the most frequent practices were in matters having to do with budget, hiring school personnel and making decisions about the curriculum (Clune, W. and White, P., 1988. *School-Based Management: Institutional Variation, Implementation, and Issues for Further Research.* CPRE Research Report Series RR-008).

Appendix A

HOPPE Sample Compared to State and Gallup Poll Figures (By Percent)

	State	*HOPPE*	*Gallup 1988*	*Gallup 1989*
Adults[1]				
No children in school		69.0	70.0	68.0
Public school parents		23.0	27.0[2]	28.0[2]
Private school parents		6.0	8.0[2]	6.0[2]
Children in public and private		2.0	--	--
Sex[3]				
Men	50.9	41.0	48.0	49.0
Women	49.1	59.0	52.0	51.0
Age[4]				
18-29	11.0	22.0	24.0	23.0
30-49	33.0	48.0	39.0	42.0
50 and over	29.0	28.0	37.0	35.0
Education[5]				
College	43.0	64.3[6]	45.0	47.0
High School	46.0	33.5	48.0	45.0
Grade School	10.7	2.2	7.0	8.0

---

[1]No comparable State figures.

[2]Gallup included parents with children in both public and private schools in both these figures and categories.

[3]Source: U.S. Bureau of the Census, "State Population and Household Estimates: July 1, 1989," Current Population Reports, Population Estimates and Projections, Series P-25, No. 1058 (March 1990), p. 29.

[4]State figures are based on age categories of 18-24, 25-44, and 45 and over.

[5]Source: U.S. Bureau of the Census for the U.S. Bureau of Labor Statistics, Current Population Survey (March), annual, 1983 to 1988; machine-readable data file, special tabulation by Hawaii State Data Center. State figures are of those 25 years and over.

[6]HOPPE's College category includes those with some college (27.3%), college graduates (24.4%) as well as those with Graduate school (10.9%); comparable State figures are 21%, 13%, and 19%, respectively; Gallup category boundaries are unclear.

	State	*HOPPE*	*Gallup 1988*	*Gallup 1990*
Income[7]				
$75,000 and over	7.9	7.5	--	--
$50,000 to $74,999	17.8	14.9	--	--
$40,000 to $49,999	18.2	9.9	21.0	24.0
$30,000 to $39,999	15.8	16.8	16.0	14.0
$20,000 to $29,999	8.9	15.4	17.0	20.0
$10,000 to $19,999	20.0	7.3	27.0	24.0
Under $10,000	12.4	3.4	14.0	12.0
Undesignated	--	24.8	5.0	6.0
Ethnicity[8]				
Caucasian	23.4	35.0	86.0	87.0
Japanese	23.0	22.8	14.0[9]	13.0[9]
Hawaiian	0.8	15.8		
Chinese	4.8	6.9		
Filipino	11.3	6.5		
Mixed	31.2	4.0		
Black	2.3	2.4		
Korean	1.3	1.6		
Other	1.2	2.6		
Undesignated		2.4		
County Region				
Oahu		77.2		
Hawaii		10.4		
Maui		8.0		
Kauai		4.4		

[7] Figures comparable to Gallup's $40,000 and above category are 33.9% for the state and 32.3% for HOPPE. Source: U.S. Bureau of the Census for U.S. Bureau of Labor Statistics, Current Population Survey (March), annual, 1983 to 1988; household unit; special tabulation by Hawaii State Data Center.

[8] Definitions used for State figures differ from those in reports of the U.S. Bureau of the Census. Persons of mixed race are shown separately but in 1980 census tabulations are assigned to one of the unmixed groups on the basis of self-identification or race of mother. Source: Hawaii State Department of Health, Hawaii Health Surveillance Program, special tabulation, 1986.

[9] Nonwhite category.

Demographics of HOPPE Poll

	Percent of Parents With No Children in School (N=349)	*Percent of Public School Parents (N=115)*	*Percent of Private School Parents (N=32)*
Sex			
Male	43.3	33.0	40.6
Female	56.7	67.0	59.4
Age			
18-29	26.4	14.8	6.2
30-49	32.4	79.1	87.5
50 and over	38.4	4.3	6.2
Declined	2.9	1.7	--
Education			
College	63.3	54.8	75.0
High School	32.4	41.7	21.9
Grade School	2.6	1.7	--
Declined	1.7	1.7	3.1
Ethnicity			
Caucasian	35.5	34.8	34.4
Japanese	25.8	16.5	12.5
Hawaiian	13.5	19.1	28.1
Chinese	6.9	4.3	12.5
Filipino	6.0	7.0	9.4
Mixed	3.7	5.2	3.1
Black	2.3	3.5	--
Korean	1.7	1.7	--
Other	2.0	5.2	--
Undesignated	2.6	2.6	--
Income			
$75,000 and over	7.2	6.1	18.8
$50,000 to $74,999	12.3	16.5	37.5
$40,000 to $49,999	9.7	11.3	6.2
$30,000 to $39,999	15.2	22.6	12.5
$20,000 to $29,999	15.2	17.4	0
$10,000 to $19,999	6.6	10.4	6.4
Under $10,000	3.4	4.3	0
Undesignated	30.1	11.3	18.8

Appendix B

Name: _____ #_____

Date: _____ Date _____

Pau: _____ _____

Start: _____ _____

Total: _____ _____

HAWAII PUBLIC OPINION POLL ON PUBLIC EDUCATION (2437) SMS Research 1990

Ph: _____

Sequence No. _____

Day: M T W T F S S

Contact No. 1 2 3 4

County: O BI M K

Hello, I'm _____ with SMS Research, a Honolulu survey company. We are doing a survey about public education in Hawaii. Are you the head of the household? [IF NO, ASK:] May I speak to the head of the household? [SPEAK TO EITHER THE HEAD OR SPOUSE OF THE HEAD. IF NEITHER ARE AVAILABLE, SPEAK TO ANY ADULT RESIDENT OF THE HOUSEHOLD. CIRCLE PERSONS INTERVIEWED]

head	1
spouse	2
other	3
REFUSED	9

1. Are you a resident of Hawaii?
   - Yes . . . (CONTINUE)
   - No . . . (THANK AND TERMINATE)

2. Do you have any children in Kindergarten to grade 12?
   - Yes . . . 1
   - No . . . 2
   - DON'T KNOW/REFUSED . . . 9
   - -> GO TO Q.6

3. [If YES] Do your children attend public school or private school?
   - Public school . . . 1
   - Private school . . . 2
   - Both . . . 3
   - -> GO TO Q.5

4. Is your oldest child in public or private school?
   - Public school . . . 1
   - Private school . . . 2

5. Using the grade scale of A, B, C, D, or FAIL, what grade would you give the school your oldest child attends?
   - A . . . 1
   - B . . . 2
   - C . . . 3
   - D . . . 4
   - Fail . . . 5
   - DON'T KNOW/REFUSED . . . 9

6. Using A, B, C, D, or FAIL, what grade would you give Hawaii public schools as a whole?
   - A . . . 1
   - B . . . 2
   - C . . . 3
   - D . . . 4
   - Fail . . . 5
   - DON'T KNOW/REFUSED . . . 9

7. How about the public schools in the nation as a whole? What grade would you give the public schools nationally -- A, B, C, D, or FAIL?
   - A . . . 1
   - B . . . 2
   - C . . . 3
   - D . . . 4
   - Fail . . . 5
   - DON'T KNOW/REFUSED . . . 9

8. In the past five years do you think the public schools in Hawaii have improved, gotten worse, or stayed about the same?
   - Improved . . . 1
   - Gotten worse . . . 2
   - Stayed same . . . 3
   - DON'T KNOW/REFUSED . . . 9

9. As you look back on your own elementary and high school education, is it your impression that children today get a better education, about the same, or a worse education than you did?
   - Better education . . . 1
   - About the same . . . 2
   - Worse . . . 3
   - DON'T KNOW/REFUSED . . . 9

10. What do you think are the biggest problems facing the public schools in Hawaii? [DO NOT READ LIST] [TAKE UP TO 3 RESPONSES] [PROBE]

Use of drugs/alcohol	____	01
Lack of discipline	____	02
Lack of proper financial support	____	03
Poor curriculum/poor standards	____	04
Large schools/overcrowding	____	05
Difficulty getting good teachers	____	06
Parents' lack of interest/lack of knowledge about how to help	____	07
Low teacher pay	____	08
Crime/vandalism	____	09
Students' lack of interest/truancy	____	10
Youth gangs	____	11
OTHER (SPECIFY) _____	____	97
DON'T KNOW/REFUSED	____	99

11. Where do you get the information from to judge how good the public school is in your community? [TAKE UP TO 3 RESPONSES]

_____ <---
_____
_____

Newspapers	01
Students	02
Parents of students	03
Radio/television	04
Other adults in the community	05
School board	06
School staff/faculty	07
Real estate agents	08
OTHER (SPECIFY)	97
DON'T KNOW/REFUSED	99

12. In addition to teaching students, what else do you think the public schools should do for children and their families? [TAKE UP TO 3 RESPONSES] [PROBE]

_____
_____
_____

OFFICE USE

13. Do you think standardized tests, such as the SAT, are the best way to judge how good a public school is?

Yes	1
No	2
DON'T KNOW/REFUSED	9

14. What other ways (besides standardized tests) should the quality of a public school be judged?

_____ <---

Quality of the teachers	1
Development of thinking and questioning skills	2
Quality/Amount of student-faculty communication	3
Degree of student enthusiasm for learning/education	4
Amount of dropouts	5
OTHER (SPECIFY)	8

15. Do you think parents should be involved in the public schools?

Yes	1
-No	2
-DON'T KNOW/REFUSED	9

-> GO TO Q.17

16. In what ways should parents be involved? [PROBE] [TAKE UP TO 3 RESPONSES]

_____
_____
_____

OFFICE USE

17. To what degree do the local public schools try to attract participation by parents in school affairs? A great deal, a fair amount, not very much, or hardly at all?

Great deal	1
Fair amount	2
Not very much	3
None	4
DON'T KNOW/REFUSED	9

18. What do you think are the barriers to more parent involvement in the public schools?

_____ <---
_____

- Working parents 01
- Parents afraid of school/teachers . . 02
- Negative teacher attitudes toward parents (e.g., think parents only come to criticize) 03
- Not enough information given to parents 04
- Legal restrictions on how parents participate/Schools fear law suits 05
- Family commitments 06
- Parents' own personal problems . . . 07
- Different ethnic backgrounds/ Different values 08
- OTHER (SPECIFY) 97
- DONT KNOW/REFUSED 99

19. Would you favor or oppose having the same nation-wide educational standards and goals in all 50 states, including Hawaii?

- Favor 1
- Oppose 2
- DON'T KNOW/REFUSED 9

20. Would you favor or oppose having the same nation-wide curriculum in all 50 states, including Hawaii?

- Favor 1
- Oppose 2
- DON'T KNOW/REFUSED 9

21. Would you favor or oppose having the same nation-wide test used to measure children's learning in all 50 states, including Hawaii?

- Favor 1
- Oppose 2
- DON'T KNOW/REFUSED 9

22. Teachers now receive teaching certificates upon completion of their college coursework. Some people believe that teachers should be required to spend one year as interns in the schools before they are given certificates to teach. Do you favor or oppose this idea?

- Favor 1
- Oppose 2
- DON'T KNOW/REFUSED 9

23. In some states, public school teachers must earn a certain number of credits in order to keep their teaching certificate. Do you favor or oppose this idea for Hawaii?

- Favor 1
- Oppose 2
- DON'T KNOW/REFUSED 9

24. Periodically, should experienced teachers be required to pass a statewide competency test in their subject area or areas?

- Yes 1
- No 2
- DON'T KNOW/REFUSED 9

25. Do you favor or oppose merit pay which gives proven, capable teachers more pay than others?

- Favor 1
- Oppose 2
- DON'T KNOW/REFUSED 9

26. Would you like to have a child of yours teach in the public schools as a career?

- Yes 1
- No 2
- DON'T KNOW/REFUSED 9

27. Do you think our public schools have safe and secure school campuses?

- Yes 1
- No 2
- DON'T KNOW/REFUSED 9

28. People have different reasons why they want their children to get an education. What are the chief reasons that come to your mind?

- Job opportunities/better job . . . . . ____ 01
- Preparation for better life . . . . . ____ 02
- Financial security/economic stability . . . . . ____ 03
- Become self-sufficient (independent) . . . . . ____ 04
- Personal development/self-realization . . . . . ____ 05
- To think/learn/understand . . . . . ____ 06
- Education is a necessity of life . . . . . ____ 07
- To become better citizens . . . . . ____ 08
- Learn how to get along with others . . . . . ____ 09
- Contribute to society . . . . . ____ 10
- OTHER (SPECIFY)_____ ____ 97
- DON'T KNOW/REFUSED . . . . . ____ 99

29. Would you favor or oppose a requirement that all students in the local public schools perform some kind of community service in order to graduate?

- Favor . . . 1
- Oppose . . . 2
- DON'T KNOW/REFUSE . . . 9

30. With school community based management, the principal, teachers, parents, and community members as a team will be given more authority to make decisions at the school. Do you favor or oppose this?

- Favor . . . 1
- Oppose . . . 2
- DON'T KNOW/REFUSED . . . 9

31. This school-community team should have the authority to make local school decisions about which of the following areas:

- How to use school funds . . . 1
- The curriculum -- the courses or subjects to teach . . . 2
- The selection and hiring of teachers 3
- The selection and hiring of principals . . . 4
- The selection of library books . . . 5
- Whether the school will offer "non-academic" subjects, such as drug and alcohol courses, AIDS education, afterschool care programs, etc. . . . 6

Now I have a few questions for statistical purposes...

32. Are you...
[READ LIST]

- 18 to 29 . . . 1
- 30 to 49 . . . 2
- 50 + . . . 3
- REFUSED . . . 9

33. What is your ethnic background?

- Korean . . . 01
- Caucasian . . . 02
- Chinese . . . 03
- Filipino . . . 04
- Hawaiian, or part Hawaiian . . . 05
- Japanese . . . 06
- Mixed, not Hawaiian . . . 07
- Black . . . 08
- _____ <--- OTHER (SPECIFY) . . . 97
- DON'T KNOW/REFUSED . . . 99

34. What was the highest level of school that you completed?

- Grade 8 or less . . . 1
- Grade 9 through 12 . . . 2
- Some college . . . 3
- College graduate . . . 4
- Graduate school . . . 5
- REFUSED . . . 9

35. And what was the total 1989 income, before taxes, of all the people in your household? Was it...

- Less than $10,000 . . . 1
- $10,000 to $19,999 . . . 2
- $20,000 to $29,999 . . . 3
- $30,000 to $39,999 . . . 4
- $40,000 to $49,999 . . . 5
- $50,000 to $75,000 . . . 6
- More than $75,000 . . . 7
- DON'T KNOW/REFUSED . . . 9

36. [INTERVIEWER: RECORD, DO NOT ASK]

- Male . . . 1
- Female . . . 2

THANK YOU FOR PARTICIPATING IN OUR SURVEY!!